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ABSTRACT

GRADES OR AGES: Grade 12. SUBJECT MATTER: Social studies; world political problems. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide is divided into three subunits of parallel format. All sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES/ No objectives are mentioned. Within each subunit, each page identifies a topic and then lists activities related to that topic. INSTRUCTIONAL MATERIALS: Each subunit contains a bibliography of teacher references, pupil references, journal articles, and films. STUDENT ASSESSMENT: No provision. OPTIONS: The guide is suggestive. Teachers can select some of the problem areas identified for in-depth study, or they may identify other problems for study. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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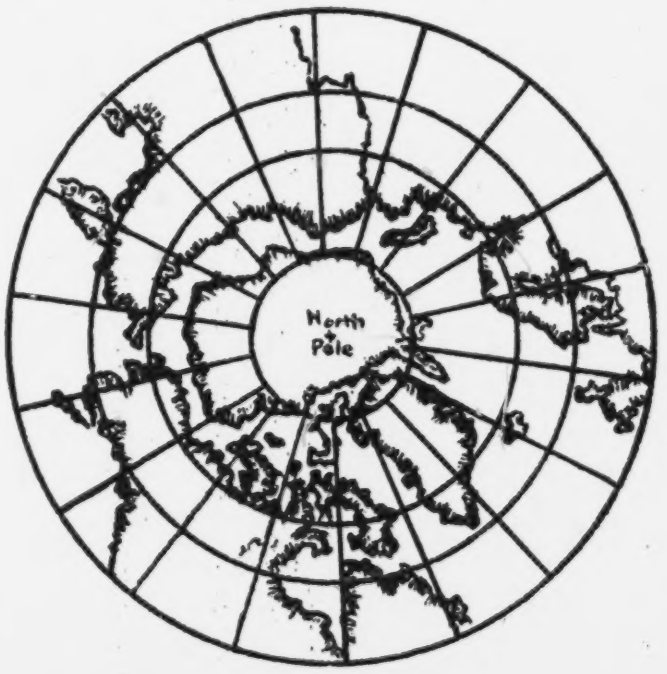
WORLD PROBLEMS
RESOURCE UNIT II
POWER ISSUES
GRADE 12



RHODE ISLAND COLLEGE
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SP007091

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MILITARY INDUSTRIAL COMPLEX

MILITARY INDUSTRIAL COMPLEX

QUESTIONS

What is the origin of the phrase "Military Industrial Complex"?

1. Is there validity to the term?

ACTIVITIES

1. Have the students attempt to define the term Military Industrial Complex.
2. Have a student look up President Eisenhower's Farewell Speech, January 17, 1961, to determine the origin of the phrase.

QUESTION

What does Military Industrial Complex mean?

ACTIVITIES

1. Have the students divide into groups and research the following areas:
   A. Organization of the Pentagon
   B. The number of military contracts awarded to industrial firms.
   C. The amount of defense research done in colleges and universities.
   D. Amount of defense related money spent per state.
2. Have a speaker from industry speak on the Military Industrial Complex and its effect on Rhode Island.
3. Study occupational distribution and income in Rhode Island related to military installations and defense industries.
4. Have a student attempt to find the number of Rhode Islanders who work out of state in defense connected jobs.
5. Have the class work out a definition of Military Industrial Complex.
6. Study the boards of directors of several leading firms to see whether former military personnel are serving as executives.

ESSAY QUESTION

Have the students develop an essay on the following question:

Has the Military Industrial Complex caused a brain drain from non-defense oriented industry?

QUESTION

Is the present relationship between government, military and industry a present day phenomenon?

ACTIVITIES

1. Have the students report on the effect military actions have had on industry in the United States.
2. Compare the "Merchants of Death Investigation" on the 1930's with the current debate on the Military Industrial Complex.
3. Compare statistics for military expenditures in the United States with those for health, education and poverty. Use the years 1935, 1944, 1950, 1960 and the present.

QUESTION

What countries in the world have a Military Industrial Complex?

ACTIVITIES

1. Have the students examine the present world powers in order to determine which countries appear to have a Military Industrial Complex. Students can research the following areas: Size of the Armed Forces in relation to population; amount of money spent each year on defense; and the sources of defense purchases.

QUESTION

What proportion of the world's wealth is allocated for military use?

ACTIVITIES

1. Have the students prepare a bar graph illustrating by country the percentage of the national budget allocated for defense.

QUESTION

What is the level of military preparedness in the world today?

ACTIVITIES

1. Make a bar graph of the major countries of the world and the number of men under arms.
2. Make a bar graph showing the major military alliances of the world, the member countries, and the number of men under arms. i.e. NATO and the Warsaw Pact.
3. Make a listing of those nations with a tactical nuclear force; if possible a breakdown by weapons system.

QUESTIONS

What is the relationship between military expenditures and economic development?

1. What has been the effect of World War I and World War II on the national debt in the United States and several related countries?
2. Why is the net figure for the national debt important?
3. Why is deficit spending likely to increase during periods of war?

ACTIVITIES

1. Have the students develop definitions for the following:
   National debt (gross and net)
   Deficit spending
   Fiscal policy
2. Divide the class into five groups and have them prepare bar graphs for the following periods:
   1914-1920 1921-1936 1937-1946 1955-1960 1965-present
   The graphs should show the amount of the national debt for the United States during these periods. Students in the group can prepare reports explaining why there was an increase or decrease in the national debt in a particular time span. Emphasis should be placed on world political conditions and related government spending for defense.
3. Have a group of students prepare a line graph showing the relation of the national debt to national income since 1945. Students should be able to explain the trends and comment on ways of reducing the debt. (i.e. higher taxes and/or reduced government spending).

QUESTION

What was the effect of military spending on the great depression of 1929?

ACTIVITIES

1. Have the students define the different stages of a money cycle.
2. Have the students determine what factors cause and end a depression.
3. Have the students analyze the effect World War I had toward fostering the depression and World War II had on ending it.

QUESTION

"The military," argues Senator William Fullbright, "is a direct threat to American democracy. Spawrned by our global military involvement the Military Industrial Complex has become a powerful force for perpetuation of those involvements." Newsweek, June 9, 1969.

ACTIVITIES

1. Have the students develop essays on the following questions:
   a. Does a large military Industrial Complex act as a deterrent for war or promote conflict?
   b. Each year the number of retired military men hired by large defense contractors has increased. Industry feels that these men are valuable contacts when lobbying for military contracts. What effect does such a situation have on increasing the size and influence of the Military Industrial Complex?
2. Have the students debate on the following questions:
   RESOLVED: Does a close association between a powerful military force, industry geared to defense production, and government, tend to increase the possibility of foreign military involvement.

10. Examine the relationship between military expenditures and economic development in:
    A. German experience 1850-1945
    B. British experience 1850-1950
    C. Russian experience 1850-1969
    D. Japanese experience 1850-1960
    E. Israel 1950-1969

Germany 1850-1945:

1. When did Germany appear as a unified country?
2. What influence did the industrial revolution and the policy of militarism have on Germany?
3. What was the relationship between Krupp industries and the German government prior to and during World War I and II?
4. What effect did economic and military rivalry with England have on German policies?

ACTIVITIES

1. Trace the steps in German unification from the Frankfurt Assembly in 1848 to 1871.
    a. Explain Bismark's policy of "blood and iron".
    b. Note that Germany achieved unification by following a policy of militarism.
2. Trace the rise of industries (i.e. Krupp industry) and their influence on German government.
3. Examine the economic and military rivalry between England and Germany between 1870 and 1913.
4. Trace the political history of Germany from 1936 to 1945. During this period of time attention should also be given to industrial growth.

England 1850-1950:

1. What factors contributed to making England the leading industrial power in 1850?
2. What was the extent of British colonial possessions by 1914?
3. At what point in time was England's economic leadership challenged?
4. To what extent did England's colonial development aid her industrial growth?
5. Was the size of England's armed forces justified because of her colonial empire?
6. What was England's position as a colonial, military, and industrial power from 1918 to 1950?
7. What were the factors in England's decline as an industrial power?

ACTIVITIES

1. Develop a series of maps showing the growth of England's colonial empire at the following times: 1850, 1900, 1914. Students should also attempt to determine the size of England's armed forces during these periods. Develop bar graphs comparing the size of England's army and navy with those of her rivals France and Germany.
2. List the number of military engagements fought by the British from 1850 to 1914.
3. Students can construct a series of maps showing England's colonial holdings at the following times: 1918, 1947, 1950, 1969.
4. A line graph on England's industrial output of the following items: steel, coal and oil, at 6 year intervals from 1918 to 1950.
5. A line graph showing the size of England's military force at 6 year intervals from 1918 to 1950.

Russia 1850-1969:

1. What has been the transition in the "types" of government in Russia from 1850-1969?
2. At what point in history did Russia start its industrial development?
3. What was the extent of Russian influence in the world following World War II?
4. How has the emergence of Russian industrial and military d development affected her as a world power?

ACTIVITIES

1. Trace the political history of Russia from 1850-1969. Pay particular attention to the succession of rulers and how they came to power.
2. Trace the start of industrialization during the rule of Alexander III.
3. Develop a map showing the extent of Russian influence in Europe following World War II.
4. Have the students develop two line graphs for the years 1920, 1925, 1930, 1935, 1940, 1945, 1950, 1955, 1965 and present showing Russia's growth as an industrial and military power.

Japan 1850-1969:

1. How did exposure to Western civilization affect Japan?
2. Does Japan possess enough natural resources to support a large industrial system?
3. Why was Japan known as the "Prussia of the Far East"?
4. What effect did industrialization have on Japan's policy of militarism?

ACTIVITIES

1. Group reports. The growth of Japan as an industrial power since 1853.
   The changes in the governmental process in Japan from 1864.
   Japan's policy of militarism and imperialism from 1894 to 1945.
   The effect of Japan's industrial growth on her policy of militarism and imperialism.
   Report on the extent of natural resources in Japan.
2. Have the students prepare a series of maps showing the result of Japan's policy of militarism and imperialism from 1894 to 1945. Use the following dates: 1894, 1905, 1931, 1939, 1941, and the height of her power during World War II.

Israel 1950-1969:

1. Why is the greatest single item in Israel's budget defense spending?
2. Is Israel primarily an industrial or agricultural country?
3. Why is it necessary for Israel to maintain a large armed force?
4. Why are Israel's defense expenditures kept secret?
5. Why is it important to Israel to become militarily independent?

ACTIVITIES

1. A bar graph comparing the size of Israel's armed forces with those of the surrounding Arab countries.
2. A chart comparing Israel's imports with her exports.
3. A chart comparing Israel's industrial and agricultural production with that of the surrounding Arab countries.
4. Trace the number of serious armed conflicts between Israel and the Arab countries. Attempt to determine what help, if any, was received from foreign countries.

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NATIONALISM

NATIONALISM

QUESTIONS

1. What is nationalism?
2. Why is nationalism an important phenomenon?

ACTIVITIES

1. The term nationalism has different meanings. It may be noble or base, a process, feeling or emotion. The teacher might ask various members of the class for their definition of nationalism.
2. After having formed a working definition of nationalism, the teacher may then ask class members why they think nationalism is important?

QUESTION

What are the conditions of nationalism?

ACTIVITIES

1. Class discussion: List and discuss some elements which are characteristics of nationalism. Explain to the class that the characteristics listed are all subject to exception. Nationalism's most basic and universal characteristic is the feeling or awareness a people develop that they are a nation. The following items contribute to that feeling:
   a) uniform language
   b) religion
   c) common tradition
   d) similar geographic area
   e) political system
   f) legal system
   g) national symbols
   h) external threat
   i) cultural difference
   j) patriotism
2. According to Carlton J.H. Hayes, nationalism, a modern phenomenon is a fusion of nationality and patriotism, two long-extent elements. The doctrine of nationalism advocates unity and independence within a political entity. Some suggest that the modern movements toward nationalism grew out of the French Revolution.
   a) Students may individually or in small groups prepare reports and/or maps tracing the rise and development of nationalism in Europe:
      1) France 1789-1914
      2) Italy 1848-1861
      3) Prussia 1848-1871
      4) Austria 1848-1918
      5) Poland 1795-1918
      6) Ireland 1800-1920
   b) Latin America - Have students make two maps of Latin America. One showing the countries as part of the colonial empire of specific European countries and the other a current political map with their dates of independence.
   c) Africa - Have students make a series of maps showing the development of independence for the following years:
      1) As colonial powers - Note the powers.
      2) 1920, 1930, 1940, 1950, 1960, present.
   d) Southeast Asia - Have a series of maps prepared by the students showing the development of independence for the following years:
      1) as colonial powers.
      2) 1900, 1945, 1949, 1960, 1965, 1970
3. Have a class or panel discussion on the following: What unitiated or motivated these various drives for independence in Africa, Southeast Asia, Latin America and Europe? Was it nationalism, self-determination, anti-imperialism, etc.?

QUESTION

What areas today are effected by nationalism?

ACTIVITIES

1. Have students make a list of the areas where nationalism is a force. Suggested list might include:
   a) Africa
      Nigeria - Biafra
      Rhodesia - Great Britain
   b) Asia
      Viet Nam
      Indonesia
      China
   c) Europe
      Czechoslavakia
      France
      Yugoslavia
   d) Americas
      Canada - Quebec
      U.S.A. - Black Nationalism
      Bolivia
      Panama
      Cuba
      Guatemala
2. Choose from this list and have three or four groups of students each report on one of these areas. Reports should include some historical material in order to better understand the problem today. Reference should be made to the conditions of nationalism in question 2.
3. Using the above activities have students work out a definition of national self-determination. (the right to be ruled without force)
4. U.S. foreign policy: Have a small group of students give an overview of United States foreign policy which has been affected by this concept of national self-determination since 1945.
   i.e. a) Latin America - Good neighbor, Alliance for Progress, Panama
        b) Southeast Asia - Vietnam, Indonesia, Cambodia

QUESTION

What is integrative nationalism?

ACTIVITIES

1. Teacher should work out a definition with the class of integrative nationalism. (a force which pulls the country together)
2. Have a panel discussion on the topic: How is nationalism a unifying as well as a disruptive force. Examples should be given for both sides of the issue.
3. Define and discuss some forms of extreme nationalism.
   chauvinism, jingoism
4. Can nationalism lead one group of people to deny nationalism to another group?- Give example in history.
   a) Germany - Jews
   b) U.S.S.R. - Czechoslavakia, Hungary
5. Define and discuss imperialism (colonialism) and have two groups compare 19th and 20th century imperialism.

QUESTION

What is the connection between patriotism and nationalism?

ACTIVITIES

1. Define patriotism and nationalsim. Then discuss with the class the idea that patriotism is an individual feeling whereas nationalism is a mass emotion.
2. Have the students write out their own definition of patriotism. Make the definition so complete that it will answer any questions classmates may raise about finding fault with our government, working against elected leaders or trying to change the ways we do things in out country.

QUESTION

What is the relationship between mass media and nationalism?

ACTIVITIES

1. List the various forms of mass media.
   i.e. newspaper, radio, magazines, television, theater
2. Discuss with the class how mass media could support both integrative and disruptive nationalism keeping in mind that mass media creates an immediate awareness of a particular situation.
   i.e. conventions
   demonstrations
   space programs
   state funerals
   election returns
   riots
   United Nations meeting
   war - Vietnam, Middle East, Africa, etc.
   press conferences

QUESTION

What is the connection between localism and internationalism (cosmopolitaniam) with nationalism?

ACTIVITIES

1. Have the class define localism and internationalism (cosmopolitanism)
2. Discuss either as a whole class or in small groups the effect that the various types of localism might have on nationalism.
   a) sectionalism (civil war)
   b) regionalism
   c) city
   d) black nationalism (other ethnic, racial groups)
   e) tribalism
3. Discuss with the class the entire subject of nationalism:
   a) list the international groups which unite nation - states (U.N., SEATO, NATO, CENTO, WARSAW PACT, Common Market, O.A.S.)
   b) Have a panel discussion of the problems facing many of these international groups: that to be successful on an international level members of these world bodies must give up certain feelings of local nationalism.
   c) Discuss: Do we need a larger concept of nationalism today? Why?
   d) Which form of nationalism is more applicable today? Why?

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Nationalism (20 mins - $135) B/N No. 613 Encyclopedia Britannica

Nigeria - Biafra--Story Behind the Struggle (16 mins.)
SND-V-11-I-2 (a,b)

Czechoslavakia - Communism and Nationalism SS-C-71

Indonesia and the New Nations of Asia M13

PEACE

PEACE

QUESTION

What is peace?

ACTIVITIES

1. Discuss with the students the different ways one can define an expression. i.e., verbal, art, music, dance, charade.
2. Ask the students to define peace
   a. verbally
   b. artistically - by drawing their own pictures or by finding pictures which they feel express peace
   c. by finding a record which they feel expresses peace
   d. by making up a dance which expresses peace
   e. by acting out a tableau which they feel expresses peace.
3. Have the students discuss each other's interpretation of peace.
4. With the class discuss the criteria for peace.
   i.e. food and work plentiful
   flourishing trade
   developed transportation system
   stable government
   established system of succession
   capable leaders
   urban growth
   secure empire or territory
   outstanding or capable army
   awareness of good health habits

QUESTION

What were the conditions for peace in the 19th century?

What are the conditions for peace in the 20th century? What differences are there?

ACTIVITIES

1. Have individual students or groups of students examine various countries of the world in the nineteenth and twentieth centuries in regard to peace. Compare each country to the criteria which the class worked out.
2. Compare countries in the nineteenth century to countries in the twentieth century. How do they measure up to the criteria prepared by the class? Did the criteria for peace in the nineteenth century change for peace in the twentieth century?
3. Hypothetical country - see next page.

Hypothetical country - Guadongna

Area: 2,070 miles (east to west); 2,829 miles (north to south)
Latitude: 32°N - 9°S
Longitude: 167°E - 163°W
Mountain rages: Five ranging from 14,000 feet to 29,000 feet.
Rivers: at least six major rivers.
Population: 250 million
Resources: bauzite, chromite, coal, cobalt, copper, diamonds, gold, iron, lead, petroleum, silver, sulfur, tin, tungsten, and zinc.
Type of government: Republic, elected president
Law systems: Based on English common law.

ACTIVITIES

1. Using these statistacs have various members of the class decide what this country might be like geographically, sociologically, anthropologically, politically, historically, and economically. The class should make maps and charts explaining various characteristics of the country.
2. Have the class suppose that this country exists in peace in the twenty-first century. Trace and illustrate its route to peace.
   NOTE: When locating the country, the class should place it on the map with the existing world, but it should ignore the small Pacific Islands in that area.
3. With the class play Dangerous Parallel, the game by Scott, Foresman.

QUESTION

What was the nature of "Pax Romana"?

ACTIVITIES

1. Have the students identify the various aspects of the "Pax Romana".
2. Have the students draw maps of the Roman Empire as it existed during the "Pax Romana".
3. Have the students find out whether the "Pax Romana" fulfilled their criteria for peace.

QUESTION

What was the nature of the "Pax Britannica"?

ACTIVITIES

1. Have the students identify the "Pax Britannica" in terms of what it was, where it existed, and when it existed.
2. Have the students draw maps of the British Empire during the "Pax Britannica".
3. Have a group of students research to find out whether the "Pax Britannica" fulfilled the class' criteria for peace.
4. Have a group of students compare the "Pax Britannica" to "Pax Romana"?
5. Have the class discuss the following question and give reasons for their answers.
   Were the terms "Pax Romana" and "Pax Britannica" appropriate? Why?

QUESTION

To what extent is "balance of power" related to peace?

ACTIVITIES

1. Divide the class into three groups so that one group acts as a moderator while the other two groups represent either different countries or different sides of a question or situation. The group acting as moderator should attempt to preserve the balance of power.
2. Discuss with the class the meaning of the term "balance of power".
3. Have a group of students prepare a bulletin board showing different situations where peace is preserved through the use of the "balance of power".
4. Discuss with the class the various situations which have existed in the United States and the World and have been delayed or solved by the use of "balance of power".

QUESTION

To what extent are international organizations currently major helps in maintaining world peace?

ACTIVITIES

1. Have the class discuss the various existing international organizations and their functions.
2. In a panel discussion, have the class or selected members of the class present various views concerning how the international organizations act as major deterrents to world war.

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Write for materials to:

The Center for Teaching International Relations
University of Denver
Denver, Colorado 80210

The Center for Teaching About Peace and War
784 University Center Building
Wayne State University
Detroit, Michigan 48202

The Ad Hoc Committee for Introducing Peace - Related Material at the Secondary School Level
c/o Nathaniel F. Glidden
3850 Hudson Manor Terrace
Riverdale, NY 10463

The Foreign Policy Association
School Services
345 East 46 Street
New York, NY 10017
offers consultative services, conferences and workshops, pilot classroom materials, and other publications designed to give students an adequate understanding of the international problems facing them as future voters.

World Law Fund
School Program
11 West 42 Street
New York, NY 10036

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